

Assessment of the National Curriculum

Nationally, a new curriculum was introduced September 2014. As a result of this, the previously used assessment system of National Curriculum Levels with their matching attainment criteria has been removed. This information sheet aims to help you understand how your child's attainment will be assessed this year.

○ How is the school assessing children in FS2, Y2 and Y6?

Assessment of children in Foundation Stage, Year 2 and Year 6 has not changed this year. The attainment of children in FS2 will be assessed against the criteria in the 'Ages and Stages'. The attainment of children in Y2 and Y6 will continue to be assessed against the old National Curriculum using levels.

○ How is the school assessing children in the year groups being taught the new National Curriculum from September 2014?

The attainment of children in Year 1, Year 3, Year 4 and Year 5 will be assessed against the new National Curriculum, using the model of attainment steps found in the STAT Sheffield materials. Attainment steps, as described on the right, will replace the levels. Children progress through the steps as they master more of the National Curriculum statements. During the KS1 and KS2 stages of attainment children enter, develop and then become secure with the statements for each year group in turn. As before, this may not necessarily be when they are in that year group.

○ How will teachers make judgements about attainment?

Teachers will use planning and assessment grids. The child's attainment step will be determined by the proportion of the appropriate curriculum they have mastered. All of the statements in the grids, which can be found on the STAT Sheffield website(www.statsheffield.org), are taken directly from the new National Curriculum. The grids also include some Key Performance Indicators which children must master before they can move on. These underlined statements prevent gaps in learning from developing.

○ How will we measure achievement?

This will be difficult to do until there is national data to inform the decision about how much progress across a year or a key stage would be required for children to be making similar or better progress than children nationally. It is also too soon to know which step a child will need to reach at the end of the key stage to reach or exceed the standard expected and determined through national tests. At this early stage, schools will be developing their understanding of the impact of the changes on the proportion of pupils at age related expectations, and seeking to increase this proportion to an appropriate degree for their own context.

Step	Appropriate Curriculum	
1-15	Pre-Y1 attainment stages	
16	Curriculum Year 1	Entering
17		Developing
18		Secure
19	Curriculum Year 2	Entering
20		Developing
21		Secure
22	Curriculum Year 3	Entering
23		Developing
24		Secure
25	Curriculum Year 4	Entering
26		Developing
27		Secure
28	Curriculum Year 5	Entering
29		Developing
30		Secure
31	Curriculum Year 6	Entering
32		Developing
33		Secure
34 +	Post-Y6 attainment stages	

- **How will this approach improve teaching and raise achievement?**
- **How will this approach support school leaders to ensure that the system of assessment is linked to the school's curriculum?**

The new National Curriculum sets out what pupils are expected to know, understand and do at different stages of attainment. The criteria set out in the English and mathematics curriculum are the content of the planning and assessment grids being used by teachers. The materials were designed as a planning and assessment tool, which would help teachers to use assessment information to support planning and improve pupils' progress. The materials will support teachers to identify pupils' strengths and misconceptions, which provides an opportunity for teachers to plan learning which is pitched accurately to children's appropriate next steps in learning. Because the materials contain the content of the National Curriculum and refer directly to curriculum year group expectations, the materials will enable schools to identify pupils who are falling behind in their learning or who need additional support to reach their full potential, including the most able.

- **How will governors assure themselves of the rigour of assessment processes?**
- **How will leaders ensure the accuracy of assessment through internal and external standardisation and moderation?**

Standardisation materials are being developed in the first part of this school year to support teachers in understanding what success for children against the statements will look like. This will support consistency of judgements and also provide a platform for schools to enhance their internal and external moderation activities. Information and training is being provided for Governors to ensure that they are in a position to provide appropriate challenge to their schools regarding the rigour of assessment processes.

- **How will this approach support reporting to parents and carers?**

Schools will need to support parents and carers so that they understand the changes to the assessment information that they receive, and will make decisions about how this will look to be appropriate to their own context. The structure of the scale lends itself to parents and carers understanding how their children are doing in relation to the standards expected. This is because the steps are so closely linked to the standards identified in the National Curriculum and the age related expectation is obvious for every term of the children's primary education.

- **Why has the school chosen to use the STAT Sheffield materials?**

The Sheffield Assessment Project started as an attempt to create a Sheffield solution to the issue of how to approach 'life after levels'. Over a hundred professionals from more than fifty schools collaborated to develop the 'STAT Sheffield' materials, which were quality assured and shared with national bodies. The NAHT Assessment Framework was developed with the Sheffield project team and can be used alongside these materials. The project will continue to refine the materials, based on classroom feedback, and develop new resources to support teachers, including exemplified standards for the criteria to support teachers in making consistent judgements. This school, along with hundreds around the country, have chosen to use these resources because they will support teachers to plan and assess the new National Curriculum. The grids that teachers use will support progress but ensure that children embed key learning at each stage of attainment.

- **What are the school's key milestones in assessing the new curriculum?**
 - Robust staff training will be undertaken regularly throughout the year – discussions and review of practice will be planned for a minimum of once every half term.
 - The principal, as Assessment Leader, co-ordinates staff in the assessment cycle of which the baseline assessments took place over the last few weeks of the Autumn 1 term.